

WILLINGDON COMMUNITY SCHOOL RISK ASSESSMENT FORM

Workplace	WILLINGDON COMMUNITY SCHOOL	Likelihood (L)	X	Severity (S)
Department	Education	Almost Impossible	1	Insignificant (minor injury, no time off)
Risk Assessor	Emily Beer/ Fionnuala Rodgers /Andy Webb	Unlikely	2	Minor (injury and up to 7 days off)
Room/Area	School environment	Possible	3	Moderate (injury causing more than 7 days off)
Activity/Task	School re-opening during the Covid-19 pandemic	Likely	4	Major (death or serious injury)
Date	28th May 2021 (v1.0 Update)	Almost Certain	5	Catastrophic (multiple deaths)
Benefit of activity	Reopening of school for all year groups	Low = 1-8	Medium = 9-14	High = 15-25

This document was initially updated on 1st September 2020 with various updates, up to and including 18th May 2021. It is being kept under review as updated guidance is published by the Government and reviews of the impact of COVID-19 by Public Health England.

This document originally supported the full reopening in Sept 2020 and reflects the full return to school from March 2021 (latest changes shown in yellow).

This document has been compiled in support of the following documents:

- Updated Planning document for full reopening
- School Zone area map
- Useful government referral links detailed throughout risk assessment
- The risk assessment will be reviewed continually in light of school circumstances when the school is reopened and also to take into account any future changes in Government, Local Authority or Public Health advice/updates.

Schools should share the results of their risk assessment with their workforce (including local union representatives). If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and students (HSE would expect all employers with over 50 staff to do so).

The [DfE latest documents and guidance webpage](#) is being updated regularly

COVID-19

Suspected cases:

- If anyone (staff or student) becomes unwell with any of the following: (i) a new continuous cough, (ii) a high temperature, or (iii) a loss or change in their sense of smell or taste (anosmia) they will be sent home.
- The school expects that they will self-isolate, for that day and the following 10 days, [book a test](#) and engage with the NHS Test and Trace process in line with current guidance.

Confirmed cases:

- Having been notified of a positive COVID-19 test result for a member of staff or a student, the school will contact the dedicated DfE helpline as soon as practicably possible. **Telephone – 0800 046 8687, Option 1.**
- The school will then take actions following the guidance of the DfE and NHS Advice Team.
- The provider should alert the local authority to a confirmed case by e-mailing COVID19.SchoolsInformation@eastsussex.gov.uk

What are the significant, foreseeable, hazards? (the dangers that can cause harm)	Who is at Risk?	Current control measures (What is already in place/done)	Risk Rating			What additional control measures can be put in place to reduce the risk further?	Revised Risk Rating		
			L	S	R		L	S	R
1. Potential contamination arising from the staff and students working onsite in preparation for and during the <u>full reopening</u> of the school	All members of school community	<ul style="list-style-type: none"> • Maintain and monitor the school's current Risk Assessment Control Measures. • Ensure HT, SLT and DSLs are appropriately up-to-date with the DfE full return to school guidance, including all updates. See Schools coronavirus (COVID-19) operational guidance • Provide regular updates for governors See Schools coronavirus (COVID-19) operational guidance • Revisit and update risk assessments building on the COVID-19 learning and practices already developed in school. Share Risk assessments 	2	3	6				

			<p>online through the school website as good practice.</p> <ul style="list-style-type: none"> • Reassure parents and students by communicating the additional risk assessments and control measures that are currently being taken • Continue routine updates to the school's staffing audit as situations may change. Undertake risk assessments with staff considered to be clinically vulnerable. Consider the impact on statutory roles e.g. headteacher, SENCO, DSL, first aiders. Staff to inform HR/Head of changes to personal circumstances and evidence if unable to attend school • Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. • Adapting offices/work spaces where possible, to enable social distancing for returning teaching and support staff. Use of staff rooms and offices staggered with split break/lunchtimes • Consider any roles that could be undertaken from home reducing the number of staff in offices, taking into account the operational needs of the school. • The school will continue to assess the health and safety risks to staff and 	2	4	8				
			<ul style="list-style-type: none"> • Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. 	2	3	6				

			<p>meet their equality duties as per their local procedures.</p> <ul style="list-style-type: none"> • SLT and DSL roles adapted to the ongoing revisions to guidance. • Updated Health & Safety, and safeguarding policies & practices produced during the lockdown period and updated upon the full reopening. • Tell students, parents/carers and any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the <u>COVID-19: guidance for households with possible coronavirus infection</u>) 	2	3	6				
			<ul style="list-style-type: none"> • Operate and arrange the school into zones, and ensure staff are made aware of arrangements for the full reopening. • Encourage all staff to be off site by 6pm (excluding site and cleaning staff) • Follow the Government's updated <u>COVID-19 cleaning of non-healthcare settings guidance</u> • Any person needing to sign in will need to follow the new signing in arrangements in Reception 	2	3	6				
			<ul style="list-style-type: none"> • Review H&S compliance checks as appropriate - <u>Managing school premises during the coronavirus outbreak</u> 	2	4	8				

			<ul style="list-style-type: none"> The school works with authorities and parents / carers, the Public Health Team, Local Authorities, and other agencies in relation to further lockdowns and/or restrictions, would follow all guidelines and not just take a personal decision to close our school, without implications for other schools/alternative provision. 	2	3	6			
2.	<p>Potential transmission to clinically vulnerable staff and students</p> <ul style="list-style-type: none"> Guidance is available in the Schools coronavirus (COVID-19) operational guidance Reference from NASUWT checklist and Planning guide for secondary schools (NEU/GMB/Unison/Unit e) 	All members of school community	<p>2a. Students</p> <ul style="list-style-type: none"> School attendance will be mandatory for all students from 8th March 2021 Directors of Student Progress to lead discussions regarding ongoing attendance at school for students identified as vulnerable. <p>Communicate with parents of clinically vulnerable pupils to inform them:</p> <ul style="list-style-type: none"> Shielding advice is being paused nationally from 31 March. From 1 April, all CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal. As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. 	2	3	6			

			<p>This is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.</p> <p>Pupils who are under the care of a specialist health professional:</p> <ul style="list-style-type: none"> • Ensure any pupils who cant attend have the support they need to ensure they are able to access remote learning <p>2b. Staff</p> <ul style="list-style-type: none"> • The school will continue to assess the health and safety risks to staff and meet their equality duties as per their local procedures. • Governors and leaders should pay regard to the work-life balance and wellbeing of all staff including the headteacher. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process • Review systems to support the well-being of staff who may be anxious. Information about the extra mental health support for pupils and teachers 	2	4	8				
				2	3	6				

		<p>is available. The government has just launched the Wellbeing for Education Return programme.</p> <p>Conduct individual staff risk assessments for COVID-19 in line with the latest guidance.</p> <ul style="list-style-type: none"> • CEV staff should not attend the workplace until at least 31 March 2021. Employers should talk to their staff about how they will be supported, including to work from home. CEV individuals should continue to shield even after they have been vaccinated. • Consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the school risk assessment to see if any new risks have arisen. Conduct an assessment to help identify any additional action that needs to be taken to mitigate risks. Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, should be part of the general school risk assessment. A full risk assessment is undertaken with the staff member in order to reduce, remove or control the risks 	2	3	6				
			2	4	8				

			<p>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</p> <ul style="list-style-type: none"> Clinically vulnerable staff can continue to attend school. While in school they should follow the specific measures in this document to minimise the risks of transmission. Consider staff who may otherwise be at increased risk from COVID-19. PHE's COVID-19: review of disparities in risks and outcomes report. Headteachers should consult with BAME staff to review and revise deployment if appropriate. BAMEed's resources may be helpful in this process. They can be found here: https://www.bameednetwork.com/ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace Where it is appropriate to do so, appropriate PPE should be worn Supply/temporary or peripatetic teachers Schools coronavirus (COVID-19) operational guidance can move between schools, but leaders should consider how to minimise visitor numbers to site where possible Schools are being strongly encouraged by the DfE to continue to host ITT trainees. 	2	4	8				
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3.	<p>Risk of ongoing contamination from pupils and staff</p> <p>Useful planning resources:</p> <ul style="list-style-type: none"> Guidance is available in the Schools coronavirus (COVID-19) operational guidance Reference from NASUWT checklist and Planning guide for secondary schools (NEU/GMB/Unison/Unite) 	<p>All members of the school community</p>	<p>Follow the DfE's guidance for leaders and staff in schools on use of the NHS COVID-19 app. See the guidance here</p> <p><i>The following control measures should be considered in addition to those outlined in the East Sussex Model Risk Assessments for:</i></p> <ul style="list-style-type: none"> (i) Movement around the School site, (ii) General classroom activities, (iii) Playground activities, Outdoor Gym eqp v) Educational Visits <p>Educational day visits resume from 12 April. Any day visits must be conducted in line with relevant COVID-19 secure guidelines and regulations. This includes systems of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. Schools should undertake full and thorough risk assessments in relation to all educational visits.</p> <p>Schools may undertake domestic residential visits from 17 May. They will need to adhere to the COVID-19 guidance and regulations in place at that time. Annex C of the Schools coronavirus (COVID-19) operational guidance sets out the conditions that should be met when planning and undertaking a residential educational visit, including:</p> <ul style="list-style-type: none"> making make sure that there is adequate financial protection in place. Bubbles being formed from existing school bubbles 	2	3	6											
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			<ul style="list-style-type: none"> • Bubbles are circa 30 children which are consistent with the bubbles in school • Only teachers and members of the school workforce already part of the established school bubble should accompany pupils • Parents, carers or volunteers should not accompany the group unless a parent is needed for the safe inclusion of a child with medical needs. In this case, there should be LFD tests before and after, social distance maintained, separate sleeping accommodation. The same applies to day trips • Undertake a full and thorough risk assessment • Check the provider has assessed the risk and implemented appropriate control measures • Multiple bubbles only attend if the integrity of the separate bubbles can be maintained • Be familiar with the guidance on hotels and other guest accommodation • If the visit contains more than 6 people, bubbles should be broken down into smaller groups for sleeping and room sharing is limited as much as possible. The provider's risk assessment will determine the appropriate size for the rooms dependant on size and quality of the ventilation. This needs to be agreed in advance with the school. • Members of staff having their own room and not sharing 	2	3	6				
				2	3	6				

			<ul style="list-style-type: none"> • Staff taking a Covid test prior to and after the visit • Secondary age children encouraged to take a Covid test prior to and after the visit • Bubbles having access to their own wash facilities (shared toilet facilities are permitted) • Each bubble having exclusive access to hospitality facilities such as dining rooms • The school having a clear contingency plan for rapid response to someone showing symptoms, including isolation and repatriation <p>vi) Schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school to help support the children of critical workers.</p> <p><i>Where possible it is recommended that activities take place outside, where this is not possible inside spaces should be kept ventilated.</i></p> <ul style="list-style-type: none"> • Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and students we are moving to a home testing model (for student, following the opportunity to access 3 onsite tests). Home test kits will be available for all staff on return on return. Once students have been tested 3 times at school, they will be provided with 	2	3	6				
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			<p>home test kits for regular testing. Testing remains voluntary but strongly encouraged.</p> <ul style="list-style-type: none"> • Testing and return of students can be phased during the first week to manage the number of students passing through the test site at any one time. • Schools have the flexibility to consider how best to deliver testing on a phased basis, depending on circumstances and local arrangements, but should prioritise vulnerable children and children of critical workers, and year groups 10 and 11. • Students should return to face-to-face education following their first negative test result. • Individuals with a positive LFD test result will need to self-isolate in line with the <u>guidance for households with possible coronavirus infection</u> • For the home testing, supply students and staff in secondary schools with LFD test kits to self swab and test themselves twice a week at home. <p>Face Coverings</p> <ul style="list-style-type: none"> • Follow the <u>Schools coronavirus (COVID-19) operational guidance</u> and <u>Face coverings in education guidance</u> • The recommendation continues to be that face coverings should be worn by 	2	3	6				
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		<p>staff and visitors in situations outside of classrooms where social distancing is not possible.</p> <ul style="list-style-type: none"> • In secondary schools, face coverings are no longer recommended for pupils in classrooms or communal areas. • Staff no longer need to wear masks in classrooms • Students or staff who wish to continue to wear face coverings, in corridors and/or classrooms are able to do so <p>A reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. If this happens, schools and colleges will need to communicate quickly and clearly to staff, parents, pupils and learners that the new arrangements require the use of face coverings in certain circumstances.</p> <ul style="list-style-type: none"> • <i>Schools should have a process for managing face coverings in school that is clearly communicated.</i> • Schools should have a small contingency supply available • Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the 	2	3	6			
			2	4	8			

			<p>safe storage of them in individual, sealable plastic bags between use</p> <p>3a – Students</p> <ul style="list-style-type: none"> • The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. • Create and staff your teaching groups in line with guidance keeping group sizes small where possible • Ensure parents appreciate what limited equipment their children are expected to bring in to school. • Clear communication with students, parents and wider community about the existing school procedures and arrangements. • Work in partnership with local BAME communities to reinforce individual and household risk reduction strategies relevant to the school community <u>PHE review of the impact of Covid-19 on BAME groups</u> • Ensure any staff or students wearing face coverings store them appropriately when removing them and that they must hand wash on arrival in line with the guidance on <u>safe working in education, childcare and children’s social care</u> 	2	3	6			
				2	3	6			

			<ul style="list-style-type: none"> ○ Year 10 toilets in Dark Blue Zone ○ Year 11 toilets in Grey Zone 	2	4	8			
			<ul style="list-style-type: none"> ● Students should bring their own pencil cases and equipment. 						
			<ul style="list-style-type: none"> ● Review Behaviour Policy in line with DfE Guidance including Schools coronavirus (COVID-19) operational guidance All students should be supported to maintain distance and understand not to touch staff and their peers where possible. Contact between Year groups should be avoided. 	2	3	6			
			<ul style="list-style-type: none"> ● Leaders MUST ensure that school has enough tissues and bins available to support students and staff to follow the catch it, kill it bin it approach. Reinforce routines of using a tissue to cough or sneeze and bins for tissue waste. 						
			<ul style="list-style-type: none"> ● Remind students regularly not to touch their face with their hands. When they do so encourage them to wash hands immediately. 						
			<ul style="list-style-type: none"> ● Coordinate pastoral support for students (parents/carers and staff) who feel anxious returning to school after being isolated for some time 						
			<ul style="list-style-type: none"> ● Ongoing vigilance, monitoring and support for any emerging pastoral, anxiety and/or mental health issues. Information about the <u>extra mental health support for students and</u> 	2	3	6			

			<p><u>teachers</u> is available. Consider additional support for students, parents and staff impacted by latest PHE reports on impact upon different groups</p> <ul style="list-style-type: none"> • Ensure appropriate support is made available for students with SEND by deploying support staff and accommodating visiting specialists in line with the DfE schools coronavirus (COVID-19) operational guidance and the EEF guidance on making the best of classroom based staff • Leaders have already produced individual risk assessments for students with EHC plans attending school, these may need amending. • Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group. <p>3b – Staff (to include ITT trainees)</p> <ul style="list-style-type: none"> • Plan to provide for appropriately sized groups whilst encouraging social distancing in line with the detailed actions within the DfE guidance for schools coronavirus (COVID-19) operational guidance • All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, 	2	3	6			
				2	3	6			

			<p>ideally 2 metres from other adults and pupils where possible.</p> <ul style="list-style-type: none"> ● Refresh timetable to review activities that can take place outdoors and reduce movement around the school buildings ● Use of staff rooms should be minimised.. Staff to maintain social distancing during staggered lunch and break times although staff must still have a break of a reasonable length during the day ● Ongoing leadership support for any emerging anxiety and/or wellbeing issues ● Plan to support students with SEND with any specific help and preparation they may need to adapt for the changes to routine ● Ensure staff understand that they can now operate across different classes and year groups in order to facilitate the delivery of the school timetable. If moving between classes / year groups they should keep their distance from other staff and students as much as possible (2m from staff) ● There may be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Singing, wind and brass instrument playing can be undertaken in line with the guidance, in particular the guidance available at <u>working safely during coronavirus (COVID-</u> 	2	3	6				
				2	4	8				

			<p><u>19): performing arts and Department for Culture, Media and Sport (DCMS)</u></p> <ul style="list-style-type: none"> • DFE recommends all pupils have access to a quality arts education in line with schools coronavirus (COVID-19) operational guidance • PE lessons can continue in consistent groups • For sports lessons, ensure pupils are in consistent groups, that sports equipment is thoroughly cleaned between each use by different individual groups. • Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows. • The <i>'recreational team sport framework'</i> must be followed. Competitions against other schools, such as fixtures, are prohibited. • Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. 	2	3	6				
				2	4	8				
				2	4	8				

			<ul style="list-style-type: none"> • There are specifics about <u>swimming</u>, and <u>changing rooms</u>, hand sanitising and PPE • Ensure staff are aware of DFE guidance that social distancing guidance is to avoid close face to face contact and minimise time spent within 1m of anyone. • Reinforcing learning and practice of good hygiene habits through repetition • Review the NHS <u>guidance on hand cleaning</u> – see <i>section for students above</i> • Review the school’s first aid risk assessment and follow <u>HSE Guidance</u>. <p>3c – Buildings and resources</p> <ul style="list-style-type: none"> • Ensure all the usual building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy water system stagnation can occur due to lack of use. Follow advice and actions detailed in <u>Legionella risks during the coronavirus outbreak</u>. • Classrooms and other areas deep cleaned. • Engage children in education resources such <u>PHE schools resources</u> • Organise classrooms and other learning environments maintaining 	2	4	8				
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			<p>space between seats and desks where possible. Arrange systems to reduce congestion in corridors and access via external doors where possible.</p> <ul style="list-style-type: none"> • Students to be placed in year group zones of their own bubbles to include classes, with staff moving to the students classrooms based on time table needs • Arrange furniture to allow for seating students side by side and facing forwards, where possible. Classrooms reviewed with reference to group sizes. Staff remain at the front of the class, and where possible barrier tape placed on floor to indicate teacher designated area • There is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. Students should continue to have access to a quality arts education. As well as careful social distancing, music lesson should take place in small groups outdoors or in large, well ventilated rooms. • Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need 	2	3	6			
				2	3	6			

			<p>for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones.</p> <ul style="list-style-type: none"> • Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. • https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources • Equipment that has previously been removed from classrooms, such as books, can be used and shared within a group/bubble. Plan with site staff to ensure they are regularly cleaned along with all touched surfaces. • Plan to use halls, dining areas and internal and external sports facilities for lunch and exercise in line with latest guidance • Kitchens comply with the <u>guidance for food businesses on coronavirus (COVID-19)</u>. They should be able to provide food to all pupils who want it, including free school meals. To balance the need for increased ventilation while maintaining a comfortable temperature, the measures outlined in 'Keeping occupied spaces well ventilated' in Part 7 of the <u>Schools coronavirus (COVID-19) operational guidance</u> should be used as appropriate to avoid build-up of viral load. 	2	3	6			
				2	4	8			

			<ul style="list-style-type: none"> ● Ensure good ventilation and where possible arrange for doors to be propped open to reduce door handle contact etc <i>Corridor doors to be held open with fire safety compliant mechanisms.</i> ● Follow the specific HSE guidance on <u>Air conditioning and ventilation during the coronavirus pandemic and Chartered Institute of Building Services Engineers' guidance on emerging from lockdown</u> ● Ensure sufficient and proportionate handwashing supplies and cleaning materials are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments ● Thorough cleaning of rooms and equipment at the end of each day and between use by different groups ● Regular check undertaken by site team to ensure consumables are in classrooms as needed, including weekly stock checks ● For individual and frequently used equipment, it is recommended that staff and students have their own equipment that is not shared ● Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. 	2	3	6				
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			<ul style="list-style-type: none"> • PHE endorsed 'systems of control' now build upon the hierarchy of protective measures in use since the Covid-19 pandemic. Schools must work through them, adopting measures to the fullest extent possible. schools coronavirus (COVID-19) operational guidance • Government recommends sharing risk assessments online through the school's website as good practice. 	2	3	6			
4.	Site Safety risks <ul style="list-style-type: none"> • Fire procedures • Lockdown • Movement for lunch / transitions • Toilets • Security including risk of theft • Data breaches 	All members of the school community	<ul style="list-style-type: none"> • SLT lead identified • Continue taking the attendance register and following up any absences in line with statutory guidance • School to follow risk assessments for premises and accessing outside equipment and areas. • Ensure students, parents and staff are aware that DfE guidance states that different groups/bubbles don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and students must be encouraged to clean their hands thoroughly after using the toilet. • Share updated fire evacuation information with all staff during daily briefing. • Share updated fire evacuation information with students • Share lockdown procedures with staff • Arrange revised fire evacuation drills / lockdown drills regularly 	2	4	8			

			<ul style="list-style-type: none"> • Reviews of site safety in the light of windows and doors being open to aid good ventilation. Advice on this can be found in the HSE guidance on air conditioning and ventilation during the coronavirus outbreak. • Follow revised lunch and break rotas to ensure safe movement around school • Students to seek permission to use toilets to ensure staff know where students are at all times • High expectations of how children move around school upheld by all members of staff • Review the use of buildings that have had partial occupancy or have been closed in line with <u>Managing school premises during the coronavirus outbreak</u> • Any incidences are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned. • Weekly meetings to take place with Site to review staffing levels/workload • Reconsider e-safety policies and procedures in light of lessons learned during home learning • Consideration of school facilities being used by external agencies and hirers 	2	3	6			
5.	Risk of transmission between parents and students during	All members of the school community	<i>The following control measures should be considered in addition to those outlined in the</i>						

	<p>school drop-off and collection times</p>		<p><i>East Sussex Model Risk Assessment for Access and Egress.</i></p> <ul style="list-style-type: none"> • Communicate to parents and carers that if children need accompanying to school, only one parent to drop-off or collect. Parents to maintain 2 metre social distancing rule. • Ensure parents and carers do not gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). • If parent/carers need to collect their child during the day they should ring school Reception to arrange this. It is advised that email or phone call correspondence is the preferred way of communicating with the school during until further notice. • Arrange duty staff supervision of drop off and collection times 	2	3	6				
6.	<p>Risks of possible transmission to students who travel to school by dedicated school transport (including statutory provision) or wider public transport</p> <p>The schools coronavirus (COVID-19) operational guidance details the framework for transporting pupils to and from schools</p> <p>Reference from NASUWT checklist and Planning guide</p>	Students	<p>Dedicated school transport (including statutory provision)</p> <ul style="list-style-type: none"> • Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. • Liaise with the transport hub regarding transport arrangements. They will liaise directly with the transport companies on social distancing requirements and check that they are fully aware of the health 	2	3	6				

	<p>for secondary schools (NEU/GMB/Unison/Unite)</p>		<p>and safety procedures. mainstream-transport.cts@eastsussex.gov.uk</p> <ul style="list-style-type: none"> • Ensure relevant parents/carers and students are aware of recommendations on transport to and from school, and aware of the opportunity drop their children off outside of peak times (in line with guidance on avoiding peak times if at all possible). • Distancing within vehicles wherever possible the use of face coverings for children over the age of 11, where appropriate. <p>Wider public transport</p> <ul style="list-style-type: none"> • Communicate to parents that public transport capacity is likely to continue to be constrained during the pandemic. Its use by students, particularly in peak times, should be kept to an absolute minimum. • Where possible encourage parents, staff and students to walk or cycle to school. Consider working with their local authority to promote safe cycling routes. • Refer any families using public transport to the safer travel guidance for passengers. 	<p>2</p> <p>2</p>	<p>3</p> <p>3</p>	<p>6</p> <p>6</p>				
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7.	<p>Risk of ongoing contamination from people (staff, parents/carers, visitors, contractors and/or deliveries) coming into school</p> <ul style="list-style-type: none"> Guidance is available in the Schools coronavirus (COVID-19) operational guidance <p>Reference from NASUWT checklist and Planning guide for secondary schools (NEU/GMB/Unison/Unite)</p>	All members of the school community	<p>Face coverings:</p> <ul style="list-style-type: none"> See Section 3 above and this is applied to all adults coming onto the school site Ensure contractors, school meal providers can fulfil all risk assessment requirements A copy of the COVID-19 specific risk assessment for catering and cleaning contractors is kept by the school Contractors aware of any changes to school day – e.g. staggered lunchtimes and the local control measures in place. Minimise any visitors to the school and clear messages shared about social distancing procedures for adults. Ensure records are kept of all visitors, names, dates and contact details. Parents and carers bringing or collecting students during the day email or phone ahead and arrange to drop/collect safely and not enter the site if at all possible Strict hand sanitising procedures in place as soon as students/staff/visitors and contractors arrive in school Review effectiveness of revised site management systems – e.g. corridor use and hand washing routines etc to ensure appropriate social distancing for any visitors. Ensure Reception layout is compliant with social distancing guidance eg, screen 	2	4	8				
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			<ul style="list-style-type: none"> • Revise visitor arrangements to ensure social distancing and hygiene e.g. where someone physically signs in with the same pen or using a tablet in Reception areas. Ensure all visitors sign the school agreement regarding COVID. • For any staff member or student who feels unwell, check for <u>recognised symptoms of COVID-19</u>. • Isolate and send children and staff home immediately if they display symptoms • Ensure the school engages with local immunisation services and programmes as normal. 	2	4	8			
8.	<p>Risk that contamination exists within the school environment due to ineffective hygiene measures.</p> <p>Reference from NASUWT checklist and Planning guide for secondary schools (NEU/GMB/Unison/Unite)</p>	All members of the school community	<ul style="list-style-type: none"> • Site staff follow schools coronavirus (COVID-19) operational guidance and are aware of the COVID-19: cleaning of non-healthcare settings guidance are aware of the COVID-19: cleaning of non-healthcare settings guidance which should be followed should be followed following a suspected or confirmed case • With all children back in school, all frequently touched surfaces, equipment, toilets, door handles, and toilets used during the day will need to be cleaned thoroughly each day. • Ensure frequent enhanced cleaning of surfaces that students are frequently touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters each day, using standard cleaning products. 	2	4	8			

			<ul style="list-style-type: none"> • Ensure any enhanced cleaning schedules in place complies with the latest guidance. • All handwashing sinks, soap dispensers, hand gel etc are checked 3 times a day by site (and confirmed) to ensure stock levels are adequate • Inspect daily to ensure good/effective hygiene levels, implement cleaning schedule in place to ensure effective hygiene standards • Ensure resources shared between classes or bubbles, (eg sports, art and science equipment) are cleaned frequently. It MUST be meticulously cleaned between its use by different bubbles or rotated to allow it to be left unused and out of reach 48 hours (72 hours for plastics). • Consider how outdoor gym equipment is used ensuring more frequent cleaning. Review any use of shared equipment by external hirers 	2	4	8			
9.	<p>Risk of transmission from students and staff who have been in contact with the virus and/or are showing signs of having the virus (a new, continuous cough or a high temperature)</p> <p>Reference from NASUWT checklist and Planning guide for secondary schools (NEU/GMB/Unison/Unite)</p>	All members of the school community	<p>Schools MUST ensure they understand the NHS Test and Trace process and how to contact the local <u>Public Health England health protection team</u>. (see <i>contact details on the first page of this document</i>)</p> <ul style="list-style-type: none"> • Leaders to ensure staff and parents understand their responsibility should they be showing symptoms of COVID-19 to be ready and willing to: <u>book a test</u>, provide details of who they have been in close contact with and to then self-isolate in line with current government guidance 	2	4	8			

		<ul style="list-style-type: none"> • If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for that day and the following 10 full days and should arrange to have a test to see if they have coronavirus (COVID-19). • Other members of their household (including any siblings) should self-isolate starting from the day the individual's symptoms started (or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test), and the next 10 full days. • Revise plans and source suitable PPE supplies to be used by: <ul style="list-style-type: none"> ○ the supervising member of staff if a 2m distance cannot be maintained during isolation of an unwell child onsite. ○ staff caring for students with routine intimate care needs that involve the use of PPE <p>The plan should identify any likelihood of behavioural, SEND and possible use of restraint issues etc that may apply</p> • If anyone becomes unwell with signs of COVID-19 they must be sent home and households advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance 	2	4	8				
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			<ul style="list-style-type: none"> Isolate the student / member of staff immediately to the medical/hygiene room ensuring a closed door. If appropriate arrange adult supervision in line with guidelines. Ideally open a window for ventilation. Separate bathroom facilities should be used if necessary, which should then be cleaned and disinfected before use by anyone else. The PCR test kits sent to schools can be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. Arrange for deep clean of medical room and other facilities as necessary before they are used again. An 'out of use' sign will be used to make this explicitly clear. The updated cleaning of non-healthcare settings guidance describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the personal protective equipment (PPE) that should be worn. Employers have a duty of care for all staff and should ensure that staff who 	2	4	8				
				2	4	8				

			<p>are sent home displaying symptoms of COVID-19 are tested as soon as practicably possible. Headteachers should communicate to staff that if they are displaying symptoms they should be tested 'as soon as practicably possible.'</p> <ul style="list-style-type: none"> • For schools that purchase the HR Advisory Service, further information can be accessed here or through their designated HR Consultant https://www.cipd.co.uk/knowledge/culture/well-being/supporting-mental-health-workplace-return • If school is notified of a positive COVID19 test result for a member of staff or a pupil, we must contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. You'll be put through to a team of advisers who will inform you what action is needed based on the latest public health advice. If, following triage, further expert advice is required the adviser will escalate call to the PHE local health protection team. • Having been notified of a positive COVID-19 test result for someone who has attended your setting, if you would like support on the action to take, contact the DfE Helpline on 0800 046 8687 and select option 1. Then contact and update the LA via the COVID19.SchoolsInformation@eastuss ex.gov.uk inbox. You should report all confirmed, positive cases, using the online attendance form daily return. 	2	4	8				
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		<ul style="list-style-type: none"> • A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. • PHE will conduct a rapid risk assessment and advise the school on the actions to take including the definitive advice on who must be sent home. Should this be the case PHE will provide a template letter to inform parents and staff. • In line with government guidance school MUST not share the names or details of people with COVID-19 unless essential to protect others <p>Call Surrey & Sussex Health Protection Team (HPT) on 0344 225 3861 (0844 967 0069 out of hours) if:</p> <ul style="list-style-type: none"> • 10% (or more) of a bubble is affected within 14 days – for example, if there are 3 or more confirmed cases of COVID-19 in a bubble of 30 people • 10% (or more) of staff are affected within 14 days – for example, if there are 6 or more confirmed cases of COVID-19 in a staff of 60 • 3 (or more) bubbles within your school/setting contain at least one confirmed case • Revise plans and PPE supplies in the light of experience or any updated guidance. 	2	4	8				
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10.	<p>Contingency planning for a potential local outbreak</p> <p>Reference from NASUWT checklist and Planning guide for secondary schools (NEU/GMB/Unison/Unite)</p>	All students and staff	<ul style="list-style-type: none"> For individuals or groups of self-isolating students, remote education plans are in place. These should meet the same expectations as those for any students who cannot yet attend school at all due to coronavirus (COVID-19). (see DfE guidance on remote education support). Leaders and governors should devise contingency plans to cover a potential local outbreak. In such an event the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. See LA model Contingency Plan (available via the Message Board) Temporary Continuity Direction 	2	4	8				
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Action Plan (when will the above additional control measures be implemented and by whom?)

Action	By Whom?	Signed off by	Deadline	Date Completed
Updated guidance included in Risk Assessment v3.0	AJW	EBE/CHA	02.09.2020	01.09.2020
Updated guidance regarding reporting a positive case – V4.0	AJW	EBE/CHA	18.09.2020	17.09.2020
Updated guidance regarding following new face masks guidance – V5.0	AJW	EBE/CHA	09.11.2020	04.11.2020
Updated guidance regarding following new face masks guidance – V6.0	AJW	EBE/CHA	15.01.2021	11.01.2021
Updated guidance regarding following new face masks guidance – V7.0	AJW	EBE/CHA	08.03.2021	05.03.2021
Updated guidance regarding following new face masks guidance – V8.0	AJW	FRO/CHA	28.05.2021	28.05.2021

Signature and review

Name of Manager:	Held in school	Signature of Manager:	Held in school	Date:	See latest date
1st review undertaken on:		Signature of Manager:		Date:	
2nd review undertaken on:		Signature of Manager:		Date:	
3rd review undertaken on:		Signature of Manager:		Date:	

FOR STUDENT SUPPORT/MEDICAL ROOM

PPE to carry out their work, in the case of a symptomatic student who needs to be supervised before being picked up:

- If a distance of 2m can't be maintained, supervising staff will wear a fluid-resistant surgical mask
- If contact is necessary, supervising staff will also wear disposable gloves and a disposable apron
- If there's a risk of splashing to the eyes, such as from coughing, spitting or vomiting, supervising staff will also wear eye protection

Those wearing non-disposable face coverings when arriving to school will be expected to bring a plastic bag to keep these in during the school day.

Site and Cleaning staff will regularly clean frequently touched surfaces using standard cleaning products (e.g. bleach, detergent), including:

- Banisters
- Classroom desks and tables
- Bathroom facilities (including taps and flush buttons)
- Door and window handles
- Reception desks and general furniture
- Teaching and learning aids
- Computer equipment (including keyboards and mouse)
- Sports equipment
- Telephones
- Fingerprint scanners

Toilet use will be managed as much as possible, to avoid crowding.

Fire, first aid and emergency procedures will be reviewed to make sure they can still be followed with limited staff and changes to how the school space is being used.

Areas in use will be well ventilated by opening windows or using ventilation units. Doors will be propped open, where fire safety and safeguarding wouldn't be compromised.

Where possible, meetings will be conducted by telephone/using video conferencing. This includes meetings with staff, parents, visitors, governors.

Visitors to Main Reception should be minimised as far as practical, with signing in facilities sanitised on a regular basis.

Where this isn't possible, essential meetings will be conducted outside, or in a room large enough to allow for social distancing.

End.